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ABSTRACT

In 1974, the Texas Education Agency Division of Guidance Services established as one of its objectives the identification of a cross section of promising guidance practices. The idea for such a project came from the fact that agency guidance consultants often discovered exemplary practices by accident. Sometimes these were small, innovative projects carried out by a zealous individual or a few staff members in one school, and sometimes they were systemwide programs. The Division of Guidance Services decided there should be a systematic attempt to find such practices and give them additional recognition. This publication is the result of that attempt. Its purpose is to highlight 30 selected examples of innovative approaches to guidance and to serve as an example to other educators who look for ways to increase their guidance services to students. Projects selected are categorized into six groups: Elementary Schools, Middle Schools, High Schools, All Levels, Schools Without Counselors, and Schools with Guidance Associates. The last section lists 69 additional schools with effective guidance practices. (NG)

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Promising Guidance Practices In Texas 1974-75

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Texas Education Agency
201 East Eleventh Street
Austin, Texas

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COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin;

(6) non-discriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there be a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

Effective Counseling Programs Identified

In 1974, the Texas Education Agency Division of Guidance Services established as one of its objectives the identification of a cross section of promising guidance practices.

The idea for such a project came from the fact that Agency guidance consultants often discovered exemplary practices by accident. Sometimes these were small, innovative projects carried out by a zealous individual or a few staff members in one school, and sometimes they were systemwide programs. These practices had a wide range in focus and grade level, but they all had one thing in common--they seemed to make a difference in the lives of students.

The Division of Guidance Services decided there should be a systematic attempt to find such practices and give them additional recognition. This publication is the result of that attempt. Its purpose is to highlight selected examples of innovative approaches to guidance and to serve as an example to other educators who look for ways to increase their guidance services to students.

The 30 practices described herein represent only a small percentage of the promising guidance practices in Texas. In a project of this nature, good programs, for various reasons, are omitted. For example, some do not get nominated; others are nominated but insufficient information is received. Projects selected are categorized into six groups: Elementary Schools, Middle Schools, High Schools, All Levels, Schools without Counselors, and Schools with Guidance Associates. The last section lists 69 additional schools with effective guidance practices.

The schools sponsoring the 30 practices described in this bulletin are interested in showing them to others. Visits should be arranged in advance. Additional information about the practices may be obtained from the contact persons listed or from regional guidance coordinators.

Selection Process Produces 30 Programs

The Texas Education Agency Division of Guidance Services asked regional guidance coordinators to nominate schools with promising guidance practices and to seek such nominations from superintendents and counselor educators.

All nominations, forwarded to the Division of Guidance Services through the regional coordinators, were screened by the regional guidance coordinator steering committee and representatives of the Agency guidance staff. Thirty tentative selections were made by the steering committee.

Guidance Consultants from the Agency then visited each of the 30 sites, gathered information, wrote descriptions, and obtained available photographs of activities in many of the programs. All 30 programs selected by the steering committee were considered qualified for inclusion in this publication.

SECTION ONE

Elementary School Programs

IRVING INDEPENDENT SCHOOL DISTRICT
901 O'Connor Road
Irving, Texas 75061
(214) 259-4575
Contact Person: Margaret Hix

DEVELOPMENTAL GUIDANCE PROGRAM

In Irving, the students in grades K-6 are helped to develop positive self-concepts through a structured developmental guidance program. This program is conducted by each teacher who presents the program to their students in two half-hour sessions each week. It is part of the career education pilot program--awareness on the elementary level.

The goals of the program are (1) to help children develop an awareness of their feelings and those of others; (2) to enable them to use this awareness in socially acceptable ways in interactions with others; and (3) to help them clarify their values in order to establish a solid base for making decisions and accepting responsibility for them.

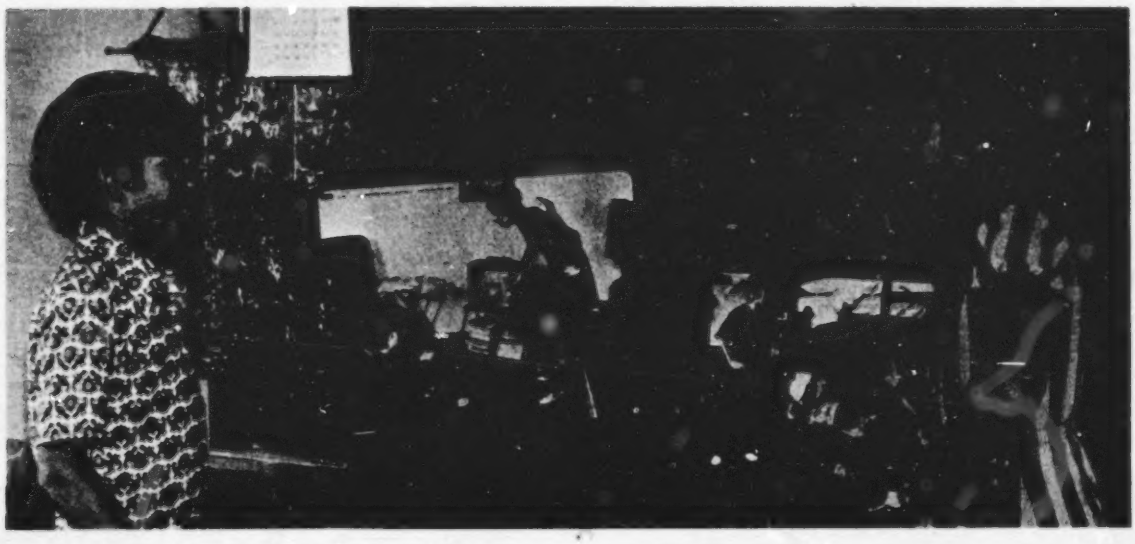
Irving Independent School District welcomes visitors on a prearranged basis.

JASPER INDEPENDENT SCHOOL DISTRICT
128 Park Street
Jasper, Texas 75951
(713) 384-9484
Contact Person: Travis Jones

ORIENTING STUDENTS TO COUNSELORS

The characters from the "Peanuts" cartoon help the students in grades K-4 in Jasper to learn about the role of the counselor. Through the medium of posters supplemented by oral presentations, Charlie Brown, Lucy, Linus, and Snoopy are now helping students learn that a counselor is someone they can talk with about school problems or personal problems. Presentations are geared to the level of the students.

Jasper Independent School District welcomes up to six visitors at a time on a prearranged basis.



LUBBOCK INDEPENDENT SCHOOL DISTRICT
1628 19th Street
Lubbock, Texas 79401
(806) 747-2641
Contact Person: Frank Mullican

ELEMENTARY GROUP GUIDANCE

In Maedgen Elementary School, professional therapists work with children having behavioral and emotional problems as teachers and counselors observe. The program was begun because of a lack of counselor availability in the elementary schools and because some of the parents whose children needed professional help were unable to provide it. The program has four phases. In the first phase, the therapists from the Human Development Center conduct inservice training for the faculty, including counselors, in which they demonstrate various techniques of working with children. In the second phase, the therapists meet with faculty and discuss specific children on a case conference basis and offer suggestions on dealing with the problems. In the third phase, a local psychologist does group therapy in a room with observation facilities for faculty and parents. In the fourth phase, groups of parents meet periodically to discuss their children.

The strong points of this program are that it offers children an opportunity to learn to express feelings and cope with stress situations, helps parents understand the needs of their children, helps counselors and teachers improve their interpersonal skills, and causes community involvement through participation by the Human Development Center.

Lubbock Independent School District welcomes up to 15 visitors at a time on a prearranged basis on Monday or Friday mornings.

SECTION TWO

Middle School Programs

COMAL INDEPENDENT SCHOOL DISTRICT
1421 Highway 81 East
New Braunfels, Texas 78130
(512) 625-7355
Contact Person: Jack Reeves

ADVISORY PROGRAM

The Advisory Program at Canyon Middle School in New Braunfels was started in response to undesirable behaviors noted in the middle school population by the faculty. The staff felt that establishing close personal contact between students and adults they could trust and with whom they felt comfortable might help to eliminate some of the insecurity, lack of sensitivity to others, and inability to communicate clearly evidenced by some students. A month after the start of school, when students have had time to get to know the faculty, they are asked to select four preferences for their advisor. Students are assured that they will be given one of the four. (Later, a student may change advisors if desired.) The 32 advisories (each with 20 students) in Canyon Middle School are divided into eight groups called "cores." This structure provides great flexibility. For example, a core composed of 80 advisees and four advisors would allow for one advisor to meet with five students and the other three advisors to have a large group of 75 advisees. Any mathematical combination of advisor to advisees within the core can be used, determined by student need.

The advisors in this program feel that one of its strongest features is that students are allowed to choose their own advisors, adults they feel they can trust and with whom they feel comfortable.

Comal Independent School District welcomes up to 15 visitors on a prearranged basis.

DALLAS INDEPENDENT SCHOOL DISTRICT
3700 Ross Avenue
Dallas, Texas 75204
(214) 824-1620
Contact Persons: Betty Brown, Barbara McNees, Ella Penn

Y.E.S. SUMMER PROGRAM

The students in W. H. Gaston, R. T. Hill, and J. L. Long Junior High Schools in Dallas have a program that helps them find jobs in summer. The Y.E.S. (Youth Employment Service) project grew out of the fact that getting a summer job can be most difficult for junior high aged students (14-16). Sponsored by the East Dallas Chamber of Commerce, Dallas Independent School District, and the Youth Committee of the Greater Dallas Council of Churches, the project helps match students and jobs. Through leaflets, newspaper advertisements, etc., people needing jobs done such as yard mowing, babysitting, and housework are located and are given the names of one to three young people who live in the neighborhood and who want to work. Then it's up to the employer to interview and hire or reject the youth.

Dallas Independent School District welcomes five or six visitors at a time on a prearranged basis.

DALLAS INDEPENDENT SCHOOL DISTRICT
3700 Ross Avenue
Dallas, Texas 75204
(214) 824-1620
Contact Person: Russell Dyer

YOUTH MOTIVATION PROGRAM

This program in the junior high schools in Dallas is aimed at encouraging potential dropouts to stay in school. By seeing the advantages of an education from an employment viewpoint, potential dropouts are encouraged to stay in school. The program, sponsored jointly by the Plans for Progress Committee of the National Alliance of Businessmen and the Dallas Independent School District, consists of businessmen from some 36 companies as motivators making presentations to the students. The program has as its theme, "I have a good job, because I have stayed in school. Now, you stay in school, and you can get a good job and be successful."

This year the program will be presented to every ninth grader in the Dallas Independent School District.

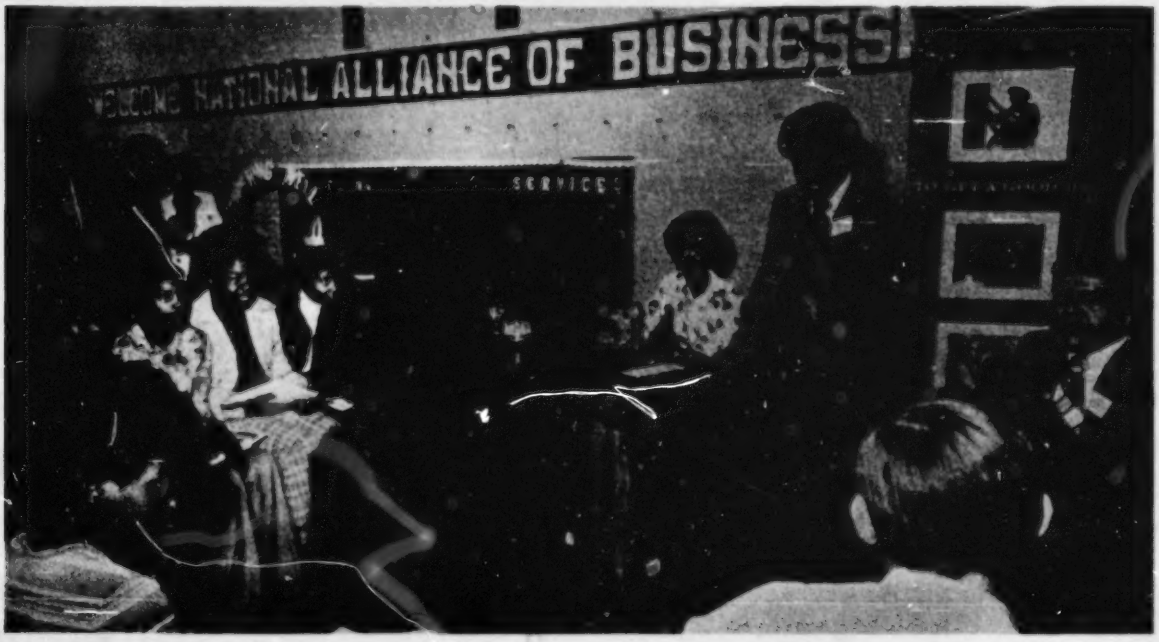
Dallas Independent School District welcomes visitors on a prearranged basis.

EDINBURG INDEPENDENT SCHOOL DISTRICT
P. O. Box 990
Edinburg, Texas 78539
(512) 383-4951
Contact Persons: Betty Gueder,
Bob Kalter

JUNIOR HIGH GROUP GUIDANCE

Through the use of Claude Steiner's Fairytale about warm fuzzies, the sixth graders at Edinburg's North Junior High School are enjoying group counseling sessions and demonstrating more positive attitudes. Counselors have four meetings at one-week intervals with groups of sixth graders in this program. The fairy tale is told at the first meeting and the need that everyone has for warm fuzzies (positive reinforcement) is discussed. Then three more meetings are held in which students learn to improve their communication/listening and problem-solving skills. During these last three sessions, the students actually decide the content and focus of the next meetings.

Edinburg Independent School District welcomes visitors on a prearranged basis.



NORTH EAST INDEPENDENT SCHOOL DISTRICT
10333 Broadway
San Antonio, Texas 78286
(512) 655-4210
Contact Person: Maurine Hart

TEACHER AND STUDENT GROUP GUIDANCE

Consultative services from Bexar County Community Guidance Center help administrators, counselors, teachers, and groups of students at Eisenhower Middle School to live more harmoniously together. Through group meetings with the special consultant, adolescents learn to better understand themselves and others, teachers learn to improve their classroom management, and counselors are given assistance in dealing with the more serious problems of emotionally disturbed children.

It is felt that, with the help of psychologists and psychiatrists as consultants, students reap great benefits and the staff learn better ways to deal with problems.

North East Independent School District welcomes visitors on a prearranged basis.

QUITMAN INDEPENDENT SCHOOL DISTRICT
P. O. Box 488
Quitman, Texas 75783
(214) 763-2353
Contact Person: Mrs. O. Vick Hines

EXPLORATION FOR UNDERSTANDING AND MOTIVATION

The ninth grade class in Quitman is in a group guidance program designed to help students understand themselves better, explore careers, and formulate personal and vocational goals and plans. The program is carried out by the "co-op" counselor who meets with ninth graders during their physical education period three times a week for nine weeks.

In the program, students are given feedback on tests they have taken, are taught to analyze their likes and dislikes about the world of work, and are helped to explore jobs and opportunities. With this information, they are encouraged to formulate a plan for the remainder of high school and for the future.

The result has been that the students have a clearer understanding of who they are and where they are going. They have been more motivated and persistent in their school work.

Quitman Independent School District welcomes up to six visitors at a time on a prearranged basis.

ROTAN INDEPENDENT SCHOOL DISTRICT
Drawer I
Rotan, Texas 79546
(915) 735-3041
Contact Person: Patsy Hamrick

CAREER EDUCATION

The eighth grade social studies classes in Rotan have a three week minicourse on career education. It takes place in a classroom converted to a multimedia learning center. Stations are set up in carrels using filmstrips, slides, cassettes, filmstrip/cassette combinations, 16mm movies, microfische, film loops, and printed materials for reading.

In addition, students obtain career information by interviewing employees who work in fields in which

the students are interested. Students contract to investigate a certain number of careers and then work to fulfill their contracts.

Rotan Independent School District welcomes up to six visitors at a time on a prearranged basis.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
141 Lavaca Street
San Antonio, Texas 78210
(512) 227-5121
Contact Person: Stella Carreon

STAFF DEVELOPMENT PROGRAM

At Rhodes Junior High School, the counselors--with appropriate consultative help--use their expertise to help teachers become managers of learning with greater guidance orientation. The program was developed as a result of the teachers' indication to the principal and counselor that they would like help in creating better learning environments for their students. After attending the Instructional Development Institute at North Texas State University and with help from Region XX Education Service Center, the counselor implemented the program. She did this by meeting with small groups of teachers during their conference periods for six consecutive weeks. The range of topics covered was broad, covering behavioral concepts as well as the Instructional Development system. After completing the six weeks with the counselor, the teachers met with a consultant from Region XX Education Service Center, and each teacher developed at least one module for future use. The counselor says that this interaction with teachers has "positive carry-over effect" to the students, thereby increasing counselor effectiveness.

San Antonio Independent School District welcomes up to 15 visitors on a prearranged basis.

SAN MARCOS INDEPENDENT SCHOOL DISTRICT
501 South LBJ Drive
San Marcos, Texas 78666
(512) 392-8141
Contact Person: Velia Cavazos

PARENT AND COMMUNITY INVOLVEMENT

At Goodnight Junior High School in San Marocs, there is a program designed to help parents become more involved in their child's school endeavors. In this program, parents come to the school to speak about their jobs to the students. They discuss requirements such as training and education and the amounts and types of responsibilities they have.

In addition, students are taught to cook particular dishes and learn the different customs of each ethnic group.

It has been found that, as parents become more involved in their children's school, they also become more supportive of the school's programs.

San Marcos Independent School District welcomes ten to 15 visitors at a time on a prearranged basis.

SULPHUR SPRINGS INDEPENDENT
SCHOOL DISTRICT
P. O. Box 276
Sulphur Springs, Texas 75482
(214) 885-7741
Contact Person: Charley Dickey

CAREER AND EDUCATIONAL TRAINING

Eighth grade students in Sulphur Springs take a course to help them plan for the future. This course meets three days a week for 12 weeks during the students' homeroom period. In this course, the students become familiar with the wide range of career opportunities that exist generally and specifically which ones exist locally. In addition, they learn what they should take in high school to prepare them for what they plan to do after high school. By the end of this course, each student will have formulated a personal four-year high school plan.

The career familiarization phase of the course involves speakers and resource persons from outside the school, as well as filmstrips, career kits, and other career-oriented literature.

Sulphur Springs Independent School District welcomes up to 18 visitors at a time on a prearranged basis.

WEST ORANGE-COVE CONSOLIDATED
INDEPENDENT SCHOOL DISTRICT
P. O. Box 1107
Orange, Texas 77630
(713) 883-6317
Contact Person: Donald Johnson

PROJECT SEEK

Project Seek (Successful Efforts for Enrichment and Knowledge) was established to increase the holding power of the West Orange-Cove schools. The program consists of three components at the secondary level and one at the elementary level.

In the elementary component, counselors work with elementary school children in a preventive rather than crisis oriented program.

At the secondary level, the components of the program are (1) instruction, (2) counseling, and (3) home-school-community liaison.

In the instructional component, five teachers teach English, math, science, social studies, and physical education. Additionally, each teacher has an aide to assist with the program. A wide variety of techniques and instructional approaches (including an interdisciplinary one) is used. Project Seek students return to the regular program for their electives such as band, typing, and art.

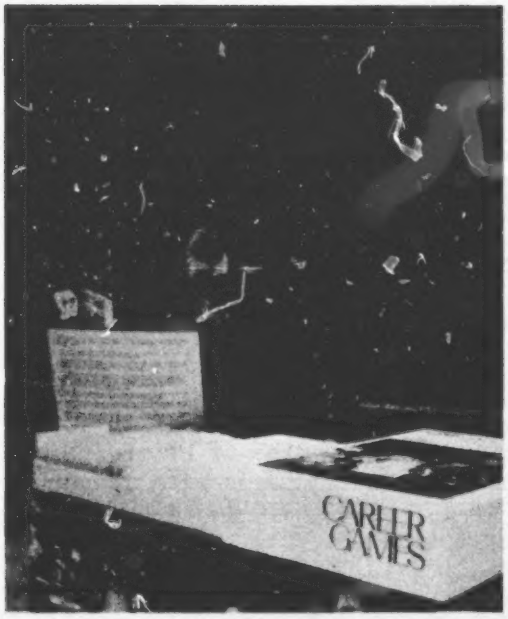
In the counseling component, each of the five counselors spends one day each in the two elementary schools to which they are assigned and spend the three remaining days in the secondary school. While all staff and aides alike consider themselves counselors of sorts, the counselors do individual and group counseling to ensure that each Project Seek student is involved in regularly scheduled counseling. The primary focus of these activities is to get students to assume more responsibility for their own behavior a la Glasser. Additionally, they learn to deal constructively with bad as well as good feelings.

The home-school-community component consists of a liaison person who serves as an advocate and assists both students and parents in obtaining medical help, employment help, etc.

West Orange-Cove Consolidated Independent School District welcomes five or six visitors at a time on a prearranged basis.

SECTION THREE

High School Programs



BIRDVILLE INDEPENDENT SCHOOL DISTRICT
6125 East Belknap Street
Fort Worth, Texas 76117
(817) 281-4451
Contact Person: Ray Willis

CAREER GUIDANCE

The tenth grade students at Birdville's Richland High School are involved in a program designed to give them a foundation of self-awareness to facilitate a more realistic approach to high school course selection and to subsequent career choices. The program is predicated upon an assessed need of Birdville sophomores for a career-oriented guidance program. The program is designed to include all tenth grade students meeting in groups of 30. First, the students are given an overview of the program and its objectives. Then they explore their own basic aptitudes and abilities and how these affect their choices. Next they investigate broad areas of vocational interests, examine career possibilities, and finally make course selections based upon the knowledge they have gained from the career guidance.

Birdville Independent School District welcomes visitors on a prearranged basis.

COMAL INDEPENDENT SCHOOL DISTRICT
1421 Highway 81 East
New Braunfels, Texas 78130
(512) 625-6271
Contact Person: Charles Thacker

THE STUDENT-ADVISOR INTERACTION PROGRAM

Canyon High School has a program featuring advisor-student interaction groups to help students establish personal goals, learn positive thinking, clarify their values, learn trust and regard for others' rights, and improve their self-images. Through a series of regular and systematic group sessions, students focus on predetermined prioritized objectives and have an opportunity for growth and development. The advisors are teachers who volunteer and they are very serious about their participation.

Participants in this program say that it fosters closer student-faculty relationships, and that students seek out their advisors for help at times other than scheduled meetings.

Comal Independent School District welcomes up to 12 visitors at a time on a prearranged basis.

DALLAS INDEPENDENT SCHOOL DISTRICT
3700 Ross Avenue
Dallas, Texas 75204
(214) 824-1620
Contact Persons: Building Principals

MODEL HIGH SCHOOL GUIDANCE PROJECTS

Five high schools in the Dallas Independent School District are able to have model guidance projects because registrars do tasks often assigned to counselors. The presence of a registrar in each high school is seen as being largely responsible for giving each counselor enough time to sponsor a model guidance project. The projects vary considerably in the five high schools, and a brief description of each follows:

I. Lincoln High School. The model guidance project at Lincoln puts strong emphasis on career counseling. The counselors see that each student has an opportunity to be prepared for the world of work as well as for further education. They do this through helping students develop educational awareness, career awareness, and decision-making skills. They believe that career development must be an integral part of the curriculum.

II. North Dallas High School. The model guidance project at North Dallas emphasizes vocational group guidance and group counseling. The counselors are joined in their endeavors by the teachers at North Dallas who are also very committed and involved in vocational group guidance.

III. Jefferson High School. In the model guidance project at Jefferson, a counselor is available at all times in a counseling center that serves "walk-in" students. The open area counseling center also provides a place for group sessions. Additionally, all students have access to their own records in order that they may review their progress and plans and alter them as the need arises.

IV. Adamson High School. The model guidance project at Adamson is organized to help make the entry into the school easier for new students. Counselors give each entering student a personal orientation into the school and help students with personal as well as educational planning. Additionally, counselors have developed a unique student handbook which further aids the students.

V. Carter High School. Carter High School has a developmental group guidance program to help students increase their coping skills to deal with personal, social, and emotional problems. The counselors who developed the Carter program received their training through the Early Intervention and Drug Prevention Program sponsored by the United States Office of Education Training Center in San Antonio. The program has kept the original name of Drug Intervention Program (DIP), but operates upon the assumption that drug use is a symptom of not being able to cope. It deals with the problem in three stages: (1) the drug intervention concept, (2) self-awareness needs, and (3) problem-solving needs.

These Dallas schools welcome visitors on prearrangement with the building principals.

DALLAS INDEPENDENT SCHOOL DISTRICT
3700 Ross Avenue
Dallas, Texas 75204
(214) 824-1620
Contact Person: Jim Spruill

PEER COUNSELING PROGRAM

Students at Carter High School who have a need to talk over problems with someone their own age can do just that in the school's Peer Counseling Program. The program is an outgrowth of students' need for establishing an ongoing, one-to-one relationship with a peer trained to help the student work through a problem or to achieve a specific goal. The peer counselors

are trained by one of the Carter counselors. Counselees ask for the peer counseling or are referred by teachers, other counselors, the school psychologist, or parents, and always with parental permission. Each peer counselor has a maximum of three counselees at a time.

Carter High School welcomes visitors on a prearranged basis.

NACOGDOCHES INDEPENDENT SCHOOL DISTRICT
P. O. Drawer 1521
Nacogdoches, Texas 75961
(713) 564-2008
Contact Person: Frances Weston

DROPOUT PREVENTION

The guidance department of Nacogdoches High School has an experimental program in dropout prevention. Students who are failing academically are interviewed and given an opportunity to enroll in the program. If a student chooses to enroll, an individual program is tailored to meet specific needs. Most programs include peer tutors and many include individual and/or group counseling. Some programs include conferences with students' parents or teachers.

The desired outcomes of the program, in addition to keeping potential dropouts in school, are that each student will be better adjusted, can see a purpose in the high school career, and have a plan for the future. The staff who works with the program feels that it definitely enhances students' self-concept and negates the harmful effect of psychological problems that prevent learning.

Tutors are high school National Honor Society students and adults from the Community Education Center in Nacogdoches.

Nacogdoches Independent School District welcomes up to six visitors at a time on a prearranged basis.

REFUGIO INDEPENDENT SCHOOL DISTRICT
P. O. Drawer 190
Refugio, Texas 78377
(512) 526-2159
Contact Person: Charles Jones

EDUCATION INFORMATION DAY

A program at Refugio helps seniors clear up some of the mysteries of going off to college. When students graduate from high school and go away to college, they enter a confusing world. It is assumed they know about such things as credit hours, matriculation fees, or what a TTh class is when in fact they may know very few of the details of going to college.

In this program, about 25 graduates of Refugio who have gone to various colleges come back to the high school for a day (usually during their Christmas break) to tell the current class of seniors what they should know about going off to college.

The day starts with an assembly where topics of general nature (registration, room deposits, etc.) are explained. After the general assembly, seniors attend small discussion groups based upon what kind of information they desire. In addition, students talk with collegiates from the specific schools they wish to attend. At the end of the day, students reassemble in the auditorium for a final question-and-answer session and a wrap-up.

Refugio Independent School District welcomes up to 20 visitors at a time on a prearranged basis.

WINTERS INDEPENDENT SCHOOL DISTRICT
Box 125
Winters, Texas 79567
(915) 754-4329
Contact Person: Lula Harrison

LARGE GROUP GUIDANCE

Each of the four grades in Winters High School meets one hour per month with the counselor in large group sessions. These sessions range in content from educational planning to clarifying goals or dealing with drug abuse. A structured program of topics is used, and each topic is geared to the grade for which it is most appropriate. As the need arises, a class is divided into smaller groups for small-group discussions.

In addition to the knowledge gained by the students, the program has increased the number of student self-referrals to the counselor.

Winters Independent School District welcomes visitors on a prearranged basis.

ROCKWALL INDEPENDENT SCHOOL DISTRICT
1201 Terrell Road
Rockwall, Texas 75087
(214) 722-5921
Contact Person: Ray Howard

STUDENT LEADERSHIP TRAINING

The SPOT (Social Problems of Today) program at Rockwall helps students develop leadership through an action-oriented guidance program. Through SPOT, student leaders are involved in activities that give them an understanding of effective decision-making, of the necessity for interaction, involvement, and growth of others, and of the effects of peer influence. The results are that the student leaders have gained self-confidence and individual identity, have taken a more active interest in the school and are thus more supportive of it. In addition, improved relations and communications between students and teachers have been developed.

Rockwall Independent School District welcomes up to six visitors at a time. Visits should be prearranged with the superintendent.

SECTION FOUR

Programs At All Levels

AMARILLO INDEPENDENT SCHOOL DISTRICT
910 West 8th
Amarillo, Texas 79101
(806) 376-7191
Contact Person: Charlie Harris

(I) HUMAN RELATIONS TRAINING
(II) INTERACTION GROUPS

In Amarillo, two programs have been implemented to help students and teachers increase their communication and interaction skills.

I. Human Relations Training. At Amarillo's alternative high school, the Career Learning Center, all students participate in interaction groups which meet once a week for 45 minutes. Each interaction group is led by two faculty members who have received inservice training in group facilitation and interpersonal communication skills conducted by Amarillo's school psychologist.

Groups utilize both structured and unstructured activities and focus upon issues of importance in the students' lives (communication, decision-making, career planning) in a positive environment.

The program allows the staff to develop better ways to communicate with students and each other, allows students to think about areas of their lives they do not normally deal with in schools, and fosters in students positive feelings about themselves.

II. Interaction Groups. Travis Junior High School has a program aimed at helping students to better understand each other and providing them with techniques and skills to deal effectively with problems of interpersonal relations.

The program has three phases. First a group of student leaders are selected and meet as a group with the counselor and the school psychologist to learn more effective communication. Simultaneously, as the second phase, a group of teachers who are interested in the program are engaged in inservice training to learn group facilitation skills. In the third phase, a student and a teacher from the two respective training groups co-lead discussion groups composed of students who want to participate in a discussion group.

Each group of ten members is socially and sexually balanced and meets one hour per week for six weeks. Topics of discussion focus upon issues that students feel are important: integration; dealing with peers, adults, and authorities; expression of feelings, and others.

This program allows students to relate to each other in ways not normally associated with school and provides a vehicle by which students and teachers communicate in a manner other than the traditional classroom communication.

Amarillo Independent School District welcomes visitors on a prearranged basis.

ANDREWS INDEPENDENT SCHOOL DISTRICT
405 N. W. 3rd
Andrews, Texas 79714
(915) 523-3640
Contact Person: Norman Payne

COMPETENCY-BASED GUIDANCE PLAN WITH STATED OUTCOMES

In 1971, the guidance staff at Andrews decided to develop a competency-based guidance program with

stated outcomes as a method of becoming accountable. The plan is based upon: (1) specific guidance objectives stated in measurable outcomes to be attained by the students, (2) selection and presentation to students of the activities to assist them in attaining each objective, and (3) assessment of student performance to determine the effectiveness of the guidance experiences and to alter the experiences as indicated.

The Andrews program, the first of its kind in the state, has received national recognition and has been used by numerous other districts both in and out of state as a model for developing guidance plans.

Andrews Independent School District welcomes up to six visitors at a time on a prearranged basis.

EL PASO INDEPENDENT SCHOOL DISTRICT
P. O. Box 1710
El Paso, Texas 79999
(915) 779-4127
Contact Person: Jim Sikes

(I) GUIDANCE CENTERS
(II) HUMAN RELATIONS PROGRAMS

El Paso has initiated two programs designed to help people communicate through small-group interaction.

I. Guidance Centers. Guidance centers have been established at 24 schools throughout the system at all levels. In the guidance centers, with a counselor as a facilitator, small groups meet for both structured and unstructured discussion. The groups allow the counselors to work with larger numbers of students and provide students with an opportunity to learn to communicate better.

II. Human Relations Programs. Based upon a needs assessment conducted in El Paso in 1971, this program was initiated to help school employees to improve inter-personal communications skills through small-group meetings with a facilitator. The groups also examine prejudice, stereotyping, and discrimination.

El Paso Independent School District welcomes visitors on a prearranged basis.

SECTION FIVE

Schools Without Counselors

ANAHUAC INDEPENDENT SCHOOL DISTRICT
P. O. Box 369
Anahuac, Texas 77514
(713) 276-3600
Contact Person: Jerry Peacock

TEACHER-COUNSELOR PROGRAM

A program in which teachers serve as counselors is in operation in the Anahuac Independent School District. When the counselor moved away, the teachers and administrators implemented the teacher-counselor concept. Eight classroom teachers are involved, one being available each of the eight periods of the day. The teacher-counselors use the counseling office, which houses the educational, vocational, and career planning materials.

Students come to the teacher-counselor when they need personal counseling, have a school related problem, or wish to do career planning. Students choose their own counselors.

The teacher-counselors who work in the program have received, in addition to their college training, inservice education to prepare them for their assignments.

The teacher-counselors feel that one of the main benefits of the program is improved communications between staff and students.

Anahuac Independent School District welcomes from four to six visitors at a time on a prearranged basis.

MEADOW INDEPENDENT SCHOOL DISTRICT
P. O. Box 217
Meadow, Texas 79345
(806) 539-2222
Contact Person: Carolyn North

CAREER GROUP GUIDANCE

Although there is no counselor in Meadow, high school students there receive career group guidance. The teachers in Meadow felt that students had a need for knowledge about the world of work in addition to the information they needed about specific jobs. With that need as a motivator, a program was created. In this program, student groups work through decision-making and problem-solving tasks. Through these tasks, the students become familiar with the many types of problems that arise in a business, both from the viewpoint of management as well as that of labor. Moreover, it gives students an opportunity to function in a group and, as the need arises, to act in leadership roles.

Meadow Independent School District welcomes five to ten visitors on a prearranged basis on Fridays.

PEARSALL INDEPENDENT SCHOOL DISTRICT
522 East Florida
Pearsall, Texas 78061
(512) 334-3833
Contact Person: William J. Cole

TEACHER COUNSELING

After losing the junior high school counselor, the administration at Pearsall enlisted the aid of four teachers who were working on counseling certificates to carry on the guidance program. Each counseling teacher has one period per day in which he or she counsels students individually. Referrals to the four counseling teachers are made through regular teachers or through the office. Once the referral is made, a student may return for additional counseling when necessary.

Pearsall Independent School District welcomes visitors on a prearranged basis.

SECTION SIX

Schools With Guidance Associates

CORPUS CHRISTI INDEPENDENT
SCHOOL DISTRICT
P. O. Box 110
Corpus Christi, Texas 78403
(512) 883-5261
Contact Person: Raymond Falk

EXTENDING GUIDANCE SERVICES
THROUGH DIFFERENTIATED STAFFING

The Corpus Christi Independent School District has found a way to increase guidance services to students through the use of guidance associates. Guidance associates are bachelor's degree persons who major in guidance studies.

Corpus Christi has three guidance associates in the system. Two work at the elementary level and one works at the junior high school level. In each instance, the guidance associate works cooperatively with and under the supervision of the school's counselor. At the elementary level, guidance associates focus their efforts on conducting developmental guidance groups, implementing the district's career education counseling project, identifying students with special needs, and helping sixth graders make the transition to junior high school. At the junior high school level, the guidance associate helps seventh graders locate resource people, learn school rules, and learn to get the most from school experience. He helps eighth graders identify their interests, increase career awareness, and plan their future education. The associate helps ninth graders use educational and career knowledge to plan their high school programs, and he conducts groups that increase interpersonal skills.

Corpus Christi Independent School District welcomes up to six visitors at a time on a prearranged basis.

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
P. O. Box 3912
Odessa, Texas 79760
(915) 332-9151
Contact Person: Mr. Gail Smith

PEER COUNSELING

The Ector County Independent School District utilizes a team approach in which guidance associates assist high school peer counselors to help their fellow students. The program involves a peer counselor for each grade in the high schools, for a total of 64 peer counselors. Peer counselors are supervised by two guidance associates. The guidance associates and peer counselors work with groups as well as individuals on topics ranging from interpersonal communications to career planning. The peer counselors feel that the strong point of the program is that it encourages students to talk with each other about problems they have.

The guidance associate/peer counselor teams were given intensive inservice training for this program.

Ector County Independent School District welcomes up to six visitors at a time on a prearranged basis.

SECTION SEVEN

Other Effective Programs

Sixty-nine other schools have been identified as having effective guidance practices. They include:

GROUP: Elementary

School District	Grades	Practice
Alief ISD	K-5	Parent Awareness Workshop
Alief ISD	K-5	Group Guidance
Alton-Hidalgo ISD	Elem	Co-op Counselor
Arlington ISD	Elem	Parent Study Groups
Corpus Christi ISD	4-6	It's Great To Be
Corpus Christi ISD	1,3,5	Elementary Career Guidance
Georgetown ISD	Elem	Career Education
Grapevine ISD	K-5	Emotional and Social Growth Groups
Harlandale ISD	Elem	Title I Guidance Program
Hurst-Euless-Bedford ISD	K-1	Elementary Group Guidance
Irving ISD	6	Guided Studies Program
Jacksonville ISD	K	Individualized Training/Therapy in Perceptual Motor Training
Joshua ISD	6	Creative Use of Test Results
Laredo ISD	K-4	Guidance Active Learning
Mercedes ISD	5,6	Elementary Guidance and Counseling
San Antonio ISD	Elem	Smith Elementary Foreign Student Program
San Benito ISD	6	Diagnostic-Prescriptive Teaching

GROUP: Middle Schools

School District	Grades	Practice
Austin ISD	6	Baker School Magic Circle
Crowley ISD	6-9	Stevens Counseling Program
Dallas ISD	7-9	Classroom Guidance
Dallas ISD	7-9	Gaston Academic Services
Dallas ISD	8	Team Minicourse
Eagle Mt.-Saginaw ISD	6-8	Career Guidance
Eagle Mt.-Saginaw ISD	6-8	Group Counseling
Eagle Mt.-Saginaw ISD	8	Ninth Grade Orientation
Everman ISD	6-8	Guidance Program
Grapevine ISD	6-8	Guidance in the Classroom
Mineral Wells ISD	8	Guidance through Student Leadership
North East ISD	6-8	White Middle School Career Guidance
Plainview ISD	7,8	Coronado Junior High Group Guidance

Richardson ISD	8	Communications Skills Training
South San Antonio ISD	7,8	Outcome Based Guidance Plan
Spring Branch ISD	7,8	One Way To Do It
Talpa-Centennial RISD	7,8	Creative Use of Test Results
West Orange-Cove CISD	6-9	Group Guidance

GROUP: High Schools

School District	Grades	Practice
Alamo Heights ISD	9-12	College and Career Planning
Brazosport ISD	12	Senior Orientation Seminars
Brownwood State School	5-10	Needs Assessment
Cypress-Fairbanks ISD	12	Counselor Staff Development through Behavior Management
Dallas ISD	10-12	North Dallas High School Career Guidance
Dallas ISD	7-12	Career Guidance Institute
Dallas ISD	10-12	Total Involvement in Career Education
Dallas ISD	12	Hillcrest High School Career Guidance
Denton ISD	9-12	Community Awareness
Floydada ISD	9-12	Guidance in English Classes
Grapevine ISD	9-12	Study Skills Development
Henderson ISD	10-12	Minicourse in Career Guidance
Laredo ISD	9-12	Unique Guidance Library
Mansfield ISD	9-12	Top 2% Plan
McAllen ISD	9-12	Migrant Guidance Program
North East ISD	9-12	Lee High School Group Guidance
North East ISD	9-12	Churchill Senior Parents Night
Pecos-Barstow-Toyah ISD	9-12	Career Group Guidance
Refugio ISD	12	Senior Parent Conferences
Robstown ISD	9-12	Career Guidance
Texas City ISD	9-12	Special Assignment Center

GROUP: All Levels

School District	Grades	Practice
Andrews ISD	K-12	Career Awareness and Readiness Program
Carrollton-Farmers Branch ISD	K-12	Parent Seminars
Carrollton-Farmers Branch ISD	K-12	Evening Duty To Serve Working Parents
Dallas ISD	All Levels	Availability and Involvement
El Paso ISD	All Levels	In-House In-Service for Counselors
El Paso ISD	All Levels	Career Education Counseling
Irving ISD	EC-12	Outcome Stated Guidance Program

Jasper ISD	1-12	Vocational Group Counseling for Special Education Students
Lewisville ISD	All Levels	Program for Parents of Plan A Students
Shallowater ISD	K-12	Career Education
Snyder ISD	All Levels	Guidance Learning Center
Uvalde ISD	All Levels	Career and Vocational Guidance

GROUP: Schools with Guidance Associates

School District	Grades	Practice
Fort Worth ISD	Admin	Guidance Associate in Career Oriented Guidance